Edelweiss Applied Science and Technology
ISSN: 2576-8484
Vol. 8, No. 3, 553-569
2024
Publisher: Learning Gate
DOI: 10.55214/25768484.v8i3.1752

Mission-centric learning strategy TBLC in collecting geographical material for fifth grade literary students

Khadeeja Hasan Dalah[1*], Ismael Hasan Abdullah[2]
[1,2]Baghdad University - Ibn Rushd School of Education for Humanities - Department of Geography/Methods of Teaching Geography, Iraq; Khadija.Hasan2204m@ircoedu.uobaghdad.edu.iq (K.H.D.), asmaeel.hasan@ircoedu.uobaghdad.edu.iq (I.H.A.).

Abstract: This research aims to learn (the impact of the mission-based learning strategy TBLC in the collection of geographical material for literary fifth graders) To achieve the research objective, the researcher adopted a partially tuned experimental design that is the design of the experimental group and a control group with a dimensional test. The research community consisted of the daytime middle and high schools of the General Directorate of First Karakh Education, and was selected as a preparatory (Anfal) for girls in a simple random way to be the research sample, and the sample consisted of two literary fifth grade divisions, representing a division (a) Pilot Group and Division (b) Control Group, search sample reached 60 students, 30 students in the pilot group and 30 students in the control group, while for statistical means the researcher used (Box Kai, T test for two independent samples, Pearson's correlation coefficient for the vertebrae, the results yielded the following: Statistically significant differences exist between the average achievement of female students of the pilot group who have studied according to the strategy (TBL task-based learning) and the average scores of female students of the control group who have studied according to the traditional method, and for the benefit of the pilot group.

Keywords: *Attainment, Fifth grade literary, Geography, Mission centric learning TBL, Strategy.*

1. Introduction

Social materials have become concerned with human study and interaction with one of the most variable and interchangeable materials in accordance with cognitive changes. Their materials have diversified and their curricula have become diverse; In keeping with the realities of today and the conditions of societies, the scientific and technical developments in the various fields of science and knowledge and the accompanying advanced technological applications have had the greatest impact on man's output in this era, and his life has been characterized by change and lasting development. (Abu Sarhan, 2000:17)

Teaching geographical subjects faces many problems, including the poor achievement of female students' concepts, because most of the teaching methods used today are of a preventive nature, as this method has become futile and incompatible with the modern educational trend, due to its weak impact on the student's susceptibility, in which her role becomes a negative one (Al-Lakani, 1979:8) (Al-Laqani,1979:8)

Traditional methods of preservation, indoctrination and demonstration take their way into teaching geographical concepts in our schools, owing to a teacher's lack of knowledge of geography and his poor interest in modern teaching methods and methods of teaching concepts, leading them to continue using traditional methods. (Olive, 2001:40) (zaytun, 2001:40)

* Correspondence: Khadija.Hasan2204m@ircoedu.uobaghdad.edu.iq

In addition to the foregoing, the researcher identified the main causes of this problem, which were distributed by the researcher to a number of teachers of geography in the fifth literary grade of the General Directorate of First Karakh Education, numbering 20.
What methods does a teacher use to teach geography?

The researcher therefore considered that this study should be carried out by proposing the use of modern teaching methods and methods to keep abreast of developments in the field of education, which would improve the level of teaching in general and the attainment of geographical subjects in particular in order to achieve the desired educational objectives.

Based on the foregoing, the current research problem has been identified by answering the following question: -

The impact of a learning strategy centered on the TBL mission in the collection of geographical material among literary fifth graders?

1.1. The Importance of Research

The world is going through an era of scientific racing and technological development, an era in which the importance of nations is measured as much as scientific and technological progress, and science and its applications are needed and necessary for everyone's life. (Ali and Ibrahim, 2007:7)

The primary responsibility lies with education, in order to cope with these challenges. Education is the intellectual means by which society's culture is passed down to man from generation to generation. It defines the learner with the culture of his society and drives the culture to progress and prosperity. Only an educated human being can recognize his culture while at the same time developing, developing and modernizing it. (Shebeni, 2000:109) (Al-Shabini,2000:109)

The curriculum is the means of education through which it modifies behaviour, develops positive abilities, skills and attitudes, develops habits and develops tendencies. The curriculum, which includes, is the food provided by education to individuals and is the vital focus of the educational process. It develops the development of life and increases its complexity, making the curriculum planning, implementation and evaluation, and developing the needs of education to catch up with modern educational developments and trends. (Hariri, 2011:91) (Al Hariri, 2011:91), educational achievement has become the focus of the attention of everyone from family, teachers, society and students themselves, and it has become the basis measure for knowledge of IQ and scientific excellence, as well as the indicator of school success, social life and the ability to interact and coexist with others in the future (Al Kaabi, 2016, 306) (al_kaabi,2016, p306).

This study highlights the importance of: -

1- Taking geography as a human and scientific subject, and preparatory stage is an important area of application. The preparatory stage is a link between what students studied in the previous grades, and the undergraduate stage to develop their abilities and provide them with scientific culture.

2- This research is the first Iraqi - according to the researcher's knowledge - to address the mission-centric learning strategy in the subject of geography.

3- Keeping pace with recent trends and developments in the field of teaching, which advocate the importance of the student's activity in the educational process in general, especially in the teaching of geographical subjects.

4- This research can provide a comprehensive practical description of: the impact of the TBL mission-centric learning strategy on the collection of geographical material, in terms of its definitions, steps, and factors influencing it during geographical teaching, as it illustrates the roles of both female students and teachers in the TBL strategy, and the use of it in future studies in the field of education.

3. Research Objective

This research aims to learn about the impact of a learning strategy centered on TBL's mission to collect geographical material for literary fifth graders.

Edelweiss Applied Science and Technology
ISSN: 2576-8484
Vol. 8, No. 3: 553-569, 2024
DOI: 10.55214/25768484.v8i3.1752

4. Research Hypothesis

In order to achieve the research objective, the researcher developed the following hypothesis:

There is no statistical difference between the average achievement of female students in the pilot group who have studied geographical subjects according to the strategy (TBL mission-centric learning) and the average achievement of female students in the control group who have studied the same subject according to the traditional method.

4.1. Search Limits

This research is determined in:

1- Female students in the fifth literary grade in the secondary and preparatory government girls' day schools in Baghdad governorate for the academic year 2023-2024.

2- Topics of geography, which includes the first three chapters of the Natural Geography Book to be taught to students of the Fifth Literary Year for the 2023- 2024 academic year.

4.2. Definition Of Terminology

Definition of impact (Language):

"The rest of the thing, collected by traces and effects, and the news effect, came out in its effect: after it, its impact and its impact, followed its trace." (Fayrouzabadi, 2008, effect material: 305) (Fayrouzabadi, 2008:305)

Effect Terminology: Defined by: (Alhafni, 1991) that:

"The impact of the independent variable on the dependent variable and the amount of change that occurs". (Al Hanafi, 1991:253)

4.3. Strategy-Language

In the intermediate lexicon, the art of coordinating the means to be taken in the command of armies, I knew the art of making plans for military movements in battle. (Ahmed et al., 2008:35) (Ahmed and others, 2008:35)

Terminology: Defined by: (Gamel, 1998) as:

"A set of procedures and means used by the teacher, the use of which enables learners to benefit from planned educational experiences and to achieve the desired educational objectives. (Gamel, 1998:15)

The Strategy "is a series of systematic and planned actions that work towards achieving an overall objective and a set of special objectives." (Al-Asadi and Muhammad,2015:19)

4.4. Mission-Centric Learning

- Harden (1996): An effective practical and applied strategy and a pattern of educational patterns for the development of education; It is based on the professional promotion of the teacher and interest in the student, which helps to achieve the desired goals (Harden, 1996:13). (Harden, 1996:13)

That: (Lee,2000) - Learning that is mainly based on a classroom activity or training has a key objective and is achieved through interaction between participants and has a serial interaction method with a focus on building meaning, which requires students to understand, process and produce the required ideas as if they were performing a set of action plans. (Lee,2000:32) (Lee, 2000 ": 32)

5. Collection

Terminology: All:

Al Obaidi and Thanaa (2020): "The degree of achievement or competence in knowledge or skill attained by students in a particular field of study" (Al Obaidi and Thanaa, 2020:221) (al_obaidi and thanaa, 2020, p221)- His (2022):

Edelweiss Applied Science and Technology
ISSN: 2576-8484
Vol. 8, No. 3: 553-569, 2024
DOI: 10.55214/25768484.v8i3.1752

"The level of the learner's acquisition of the information contained in the curriculum within the learning process measured by the exam or exam that the teacher can take. (Owner, 2022:287) (owner, 2022:287)

Procedural Definition: The overall grade obtained by each pupil from the fifth grade primary pupils of the two test research groups

5.1. Procedural Definition

This is how much the fifth graders earned after studying topics of geography, measured by the degree to which the students received as a result of their responses to the achievement test paragraphs prepared for this goal.

5.2. Geographical Material

Terminology: (Al:-Masaudi 2013, 23):

" The science of studying human relations with the environment and its political, cultural and social implications."

5.3. Procedural Definition

As a set of facts, concepts and principles contained in natural and human phenomena and incorporating the three chapters of the fifth literary grade.

5.4. Fifth Literary Grade

"It is the second grade of preparatory level in Iraq's education system in its scientific and literary branches, with a duration of three years between the fourth and sixth preparatory grades and representing the preparatory stage of university study." (Republic of Iraq, Ministry of Education, 2011:11)

5.5. Chapter Two: Conceptual Framework

Mission Centric Learning Strategy (TBL):

This strategy began in the 1980s, the year of 1980 that he developed. (Prabhu) In order to support the teaching of communicative languages, he claimed that students can learn more effectively when they focus on the task, not just the language they use. Mission-centric learning is a framework in which communication activities and practical activities are essential for learning, and communication language plays a greater role than creating the right language. as a model (Communicative Language Teaching) to consider genuine and effective communication as the main features of language teaching. Where the word "task" means activity or mission and the word "based" means centralized or existing and the word "learning" means learning. (124 – 125 :2020 Sholeh)

This strategy is an application of the ideas of the builders in learning. Constructive is the concept we use when considering students' learning. This strategy focuses on the learner and what he does during learning. It says that knowledge cannot exist outside the mind of the learner, cannot be transmitted directly, and must represent the reality of each learner. (Rhetorical, 2005:52), mission-based teaching is a learner-based process, Urges to move from focusing on the teacher to focusing on the learner through educational activities that help him or her improve his or her efficiency. The learners in this strategy make a meaningful understanding of the problems or tasks offered to them, working with their colleagues to find solutions to them in small groups. It also gives them the opportunity to discover their ideas, share them with their colleagues and encourage them to become active learners (Al-Khatib, 2016:127) (preacher,2016:127 AI).

Builders believe that the best conditions for learning to occur when a learner is confronted with a real problem or task challenges their ideas and encourages them to produce multiple interpretations. Many pedagogical scientists have emphasized the importance of mission-based learning. They see this type of learning as helping students to build meaning for what they learn and developing confidence in

Edelweiss Applied Science and Technology
ISSN: 2576-8484
Vol. 8, No. 3: 553-569, 2024
DOI: 10.55214/25768484.v8i3.1752

their ability to solve problems. They're now self-reliant, and they're not waiting for anyone to tell them this solution ready. The emergence of a problem-centric education strategy, educators show that the roots of problem-centric education are due to progressive movement, especially ideas John Dewey believes that the methods that always succeed in school education; It is because of the kind of attitude that causes thinking and reflection in ordinary life outside of school, methods that give learners something to work, not something to know, and work by its nature requires intentional thinking or observation of relationships, and then naturally produces learning. Therefore, there is a need to involve learners in projects related to a problem and to help them investigate problems. According to Dewey's thinking, learning must be meaningful, and this is done by placing learners in small groups to complete a project of their choice and interest. (Shahrani, 2010:27) (Alshahrani,2010:27)

5.6. Importance of Mission-Based Education (TBL)

The highlights of the strategy are the following:

1- Increases students' motivation and encourages vulnerable students to participate.
2- Provides a wealthier learning environment and does not rely on a single method.
3- Developing students' ability to control their thinking processes.
4- Contributes to better understanding of ordinary students and students with learning difficulties.
5- Provide opportunities for students to engage in learning and discovery activities.
6- Increases students' attention.
7- Provides an opportunity for the learner to learn about other people's ways of expressing themselves.
8- Supports students' self-confidence and feelings of achievement.
9- Provide feedback and enhance students' responses.
10- Interest in the initial, constructive and final evaluation. (Abu Seif, 2016: 24-23) (Abu Saif,2016: 23-24)

5.7. Factors Influencing the Success of the Mission-Based Learning Strategy (TBL)

1- The teacher and the clarity of his instructions and his accuracy in preparing the task.
2- The learner's positive sense of responsibility for the completion of the mandated task.
3- Mission oriented or not directed, and how difficult it is
4- The repetition of the task and the extent of its ability to negotiate.
5- Form and pattern of distribution of individual tasks, or in small cooperative groups.
6- The extent of interaction and use of forms of communication during the performance of the task such as (speaking, listening, reading writing, acting..... etc.).
7- Individual differences, students deal with the task unevenly and unevenly according to their past knowledge.
8- Focus on the correct scientific meaning and language, and provide a productive learning environment.
9- Provide timely feedback, promote creativity, and constructive criticism.
10- Scientific content and its formulation in the light of the mission-based learning strategy.
11- Clearly, comprehensively and versatile, applicable and applicable, and presented to students with some excitement and excitement.
12- A comprehensive evaluation of all mission elements that are consistent with their objectives.
13- Promotion, encouragement, reinforcement and praise from the teacher to students after and during the completion of tasks.
14- Use multiple types of activities whether related to lesson or procedural, and use educational media and education technology. (Mr., 2010: 16-32)

Edelweiss Applied Science and Technology
ISSN: 2576-8484
Vol. 8, No. 3: 553-569, 2024
DOI: 10.55214/25768484.v8i3.1752

5.8. Teacher's Role in Mission-Based Learning Strategy (TBL)

1- Stirring up learners' motivation from being aware of how they should learn, identifying the rules and procedures needed to carry out tasks flexibly automatically, and allowing them to ask questions that provoke their thinking and motivate them to work with the principle of attempt and error.

2- Help learners during learning. This assistance is intended to provide them with the minimum guidance they need in order to know how to perform something in their own way, to have the opportunity to discover aspects of knowledge themselves, and to use all available sources, including electronic sources. Students are able to use these knowledge and associated skills in other scientific fields. (Murphy,2005: 62) (Murphy, 2005:62)

3- Provide real learning tasks; To be able to break out of the traditional style that revolves around the idea of "what do I know?" And focus on (why/how do you learn?), Then the teacher will see all the problems that he may face as challenging opportunities that will help him develop, and will benefit from them in building and developing rich learning tasks that move from the learners' stage of knowledge at lower levels to the stage of knowledge building and innovation.

4- Instruct students to use adequately available methods and materials and to organize and arrange them so as not to hinder the movement of teachers and students in the classroom.

5- Developing a critical spirit, social awareness and a sense of public interest. (Winnips,2005: 23) (Winnip, 2005:23)

5.9. Previous Studies:

The researcher examined studies on the Mission-Based Education Strategy (TBL):

5.9.1. Study (Behind, 2022)

This study was conducted in Iraq, the current study aims to identify (Impact of Mission Centric Learning Strategy (TBL) on Bioconceptions Acquisition in Middle Second Grade Students in Science) , The researcher adopted the experimental curriculum, and reached the number of sample research (71) Intermediate second grader and selected division (a) to represent the pilot group by reality (36) students and (e) (35) students to represent the control group examined in the usual manner.
The researcher prepared the biological conceptual acquisition test consisting of (20) biological concepts and each concept has three test processes (concept definition, concept differentiation applying concept) so that the test is made up of (60) test paragraph of multiple selection type and its honesty, consistency and psychometric characteristics were verified using the statistical bag (SPSS). The following results emerged: Statistically significant differences in favor of the experimental group between the average scores of the two research groups in the acquisition of biological concepts.

5.9.2. Study (Alsaid, 2010):

This study was conducted in Saudi Arabia and aimed at knowing (the effectiveness of using the mission-based learning strategy). (TBL) In secondary school in Saudi Arabia some verbal communication skills in biology) The researcher adopted the semi-experimental approach, and formed the research sample of (66) Students, distributed to one pilot group by (33) students who studied the mission-based education strategy (TBL), and the control group of 33 students studied in the traditional way.

The study tools were a content analysis tool, testing scientific concepts, testing verbal communication skills, and measuring students' trends towards science. Honesty and consistency were verified, testing communication skills and testing concepts. The researcher used statistical means from the test of two independent samples, the Eta box, the following results emerged: Statistically significant differences in favour of the experimental group between the average scores of the two research groups in testing verbal communication skills in biology.

Edelweiss Applied Science and Technology
ISSN: 2576-8484
Vol. 8, No. 3: 553-569, 2024
DOI: 10.55214/25768484.v8i3.1752

5.12. Chapter Three: Research Curriculum and Procedures:
First: Research Curriculum

The experimental research curriculum works towards achieving the research objective; Because it is the appropriate approach to research to study the impact of an independent variable in a subordinate variable, as empirical research exceeds the limits of the quantitative description of the phenomenon, and rises to addressing certain variables under controlled conditions to ascertain how they occur. Experimental research is not just a presentation of past incidents as in the historical curriculum, or to diagnose, observe and describe the present as in the descriptive curriculum, It is to control and control variables in attitudes influencing the phenomenon to be studied. (Abdul Rahman and Adnan, 2007:474).

6. Experimental Design

The choice of experimental design is one of the first tasks of the researcher when conducting a scientific experiment. The suitability and validity of the design is the basic guarantee of achieving reliable results. (Al-Azzaw, 2008: 116-117). The researcher therefore adopted one of the experimental, partial-tuned designs of the experimental and dimensional test control sets. The design was as follows:

Form 1.
Experimental design of research for two samples with dimensional test.

Test type	Dependent	Independent variable	Group
Post test	Achievement	————	Control
		Mission-centric learning strategy TBL	Experimental

6.1. Research Community and its Appointment

The search community is all the vocabulary of the phenomenon studied by the researcher, or in other words all individuals, people or objects who are the subject of the research problem (Obaidat and others, 2005:99). The selection of the sample is an important step by the researcher to conduct his research. It shows the consistency and correlation between the research problem and its objectives and tools on the one hand and the researcher's skill on the other. The sample is meant as appropriate numbers within the original research community. The researcher selects them in a particular way. (random, stratified, etc.), we also mean by sample that all sightings are taken from the community and presumably the statistics that describe these sightings should be different, and it should also fail the eye of a representative of the society that has researched them, as they achieve their objectives and help them overcome the problems they face. (Melhem, 2011:125) (Melhem,2011: 125)

So, the researcher, in the random way, chose the first department of herding, and from this department she chose the same school. The researcher visited the school prior to the start of the experiment under the Mission Facilitation Book. This school included two divisions for the fifth grade literary and randomly selected division. (a) The number of female students is 30 to represent the pilot group and (b) the number of female students is 31 to represent the control group.

Table 1.
Number of students of the research sample groups (Experimental and control) before and after exclusion.

Number of female students after exclusion	Nuamber of female students who failed	Number of female students before exclusion	Division	Group
30	0	30	A	Experimental
30	1	31	B	Control

6.2. Equal Groups

Parity between groups is done on a group-by-group basis by extracting the groups' averages and standard deviations of variables affecting the dependent variable. (Abdul Rahman, Adnan, 2007:483)

Edelweiss Applied Science and Technology
ISSN: 2576-8484
Vol. 8, No. 3: 553-569, 2024
DOI: 10.55214/25768484.v8i3.1752

Abdul Rahman and Adnan,2007:483))

6.2.1. Time Age Calculated by Months

The students' birthdays were recorded based on the student's ID and compared with the school's records as of (1/11/2023).

When using the t-test for two separate samples to determine the significance of statistical differences, it was found that the difference was not statistically significant at 0.05, as the calculated T value (0.161) was smaller than the tabular T value (2.00) and freely (58). This indicates that the experimental and control research groups are statistically equal in age and a table (2) shows this.

Table 2.
It shows the results of the T test of the time-age variable of the students of the two research groups calculated by months.

Significance level	T- value		Free degree	Standard deviation	Arithmetic average	Number off sample persons	Group
	Tabular	Calculated					
Irrelevant	2,00	0,161	58	9,162	203,201	30	Experimental
				9,923	203,602	30	Control

6.3. Parents' Educational Achievement

The researcher obtained personal information about the parents' school level from the school cards of the students of the two study groups. The researcher classified the parents' school level according to the type of qualification they held to five levels (primary, intermediate, numerical, institute, college and above).

6.4. A- Parents' Educational Achievement

The researcher relied on information relating to this variant of the information form she distributed to obtain the supplementary date of birth (9) For the purpose of knowledge of parity between control and experimental groups, in the parents' academic achievement the researcher used an equation (calculated kai box) for the father's academic achievement is equal to (0.671) which is smaller than the value (Box Kai Tabular) of 9.46 at an indicative level (0.05) and to a degree of freedom (4) This indicates the parity of the two groups in the father's academic achievement, and table (3) shows this.

6.6. Mothers' Educational Achievement

The researcher relied on the same method of obtaining data on mothers' educational attainment that led to the collection of fathers' academic attainment data for the experimental and control groups, namely the submission of the form prepared by the researcher supplement (5) The data were as in Annex (10) and the researcher used an equation (calculated kai box) for the academic achievement of lam equal to (0.536) which is smaller than the value (Box Kai Tabular) of 7,82 at an indicative level (0.05) and to a degree of freedom (3) This indicates the parity of the two groups in Lam's educational achievement and table (4) shows this.

Edelweiss Applied Science and Technology
ISSN: 2576-8484
Vol. 8, No. 3: 553-569, 2024
DOI: 10.55214/25768484.v8i3.1752

Table 3.
The calculated and tabular value of Kai box for the academic attainment variable for the parents of the two research groups students.

Significance level 0.05	Kai square value		Free degree	College and above	Institute	Preparatory	Middle	Primary	Number	Group
	Tabular	Calculated								
Irrelevant	9,46	0,671	4	5	6	5	8	6	30	Control
				5	7	6	7	5	30	Experimental
				10	13	11	15	11	60	Total

Table 4.
Calculated and tabular kai box value for student mothers' academic achievement variable.

Significance level 0.05	Kai square value		Free degree	College and above	Institute	Preparatory	Middle	Primary	Number	Group
	Tabular	Calculated								
Irrelevant	7.82	0.536	3	2	3	5	12	8	30	Control
				3	1	9	6	11	30	Experimental
				5	4	14	18	19	60	Total

Edelweiss Applied Science and Technology
ISSN: 2576-8484
Vol. 8, No. 3: 553-569, 2024
DOI: 10.55214/25768484.v8i3.1752

6.7. Adjusting Extraneous Variables

Despite the evolution of educational and psychological sciences, their attempt to catch up with applied sciences in the accuracy of procedures, and in the frequent use of experimental curriculum by specialists, they are aware of the difficulties they face in isolating or controlling variables of phenomena they study; Because behavioral phenomena are immaterial and complex, in which factors overlap and interconnect. (Hamam, 1984: 203-204) (Hammam,1984:203-204)

There are some of these variables and how to set them:

6.8. A- Accompanying Accidents

"Natural accidents such as wars, disasters, earthquakes, etc. that can occur during experience and have an impact on the dependent variable". (Odeh and Hassan,1987:126)

In her current experience, the researcher has not been exposed to any emergency circumstance that impedes her progress and affects the dependent variable as well as the independent variable.

6.9. B- Maturity Processes

The duration of the experiment is uniform between the experimental and control research groups, the first semester of the school year 2023/2024. The two groups had equal mental, physical and psychological development, so there was no effect of maturity in this experiment, so that it would have an impact on the results and interpretation.

6.10. C- Experimental Breakdown (Turk)

It means "the impact of leaving and interrupting a number of female students on trial, which affects their average performance and cognitive attainment". (Al-Azzawi, 2007:7) (Al-Azzawi, 2007:7)

The current research experience has not been subjected to such cases, because the researcher started her experience after permanence discipline, and the individual absences were very little, almost equal, to the two research groups, leaving no impact on the results.

6.11. D- Selection Of Sample Members

In order for the researcher to successfully test the community sample and obtain the required data, the sample should be truly representative of the indigenous community, using objective and scientific criteria to measure the behavior to be studied. (Al-Dulaimi, 2011:98) ((Al-Dulaimi, 2011:98, so the researcher performed parity processes between the two research groups (IQ test, prior knowledge selection, parental and maternal learning, and student age)

Traditional way	**9.30 -8.45**	**Second**		**Control**
Mission-centric learning strategy TBL	8,45 -8	First	Thursday	Experimental
Traditional way	10.30 -9.45	Third		Control

6.12. Search Tool (Collectible Test)

Testing is one of the most prominent means of evaluating students' performance, compared to other means. Its preparation, correction and application are relatively simple, and it is one of the most common methods of evaluation in schools. And that attainment tests are the only measure that allows students to move from one class to another, From one educational stage to another, since the current study requires the preparation of an attainment test to measure the research sample of female students after the completion of the experiment, the researcher selected two types of tests: (Essay and objectivity) to measure mental levels at all levels, higher and lower, and the researcher followed these steps when preparing for the achievement test:

Edelweiss Applied Science and Technology
ISSN: 2576-8484
Vol. 8, No. 3: 553-569, 2024
DOI: 10.55214/25768484.v8i3.1752

6.12.1. Determining the Objective of the Test

This test was designed to find out the geographical knowledge performance of the learners in the research groups after completing the teaching of three chapters of the natural geography book scheduled to be taught to fifth grade literary learners. 2023/2024.

6.12.2. Determining Test Levels

The dimensions of the five levels of the Bloom's Taxonomy achievement test, starting with knowledge and ending with synthesis, were determined according to the age group of the learners and the nature of the learning content

6.12.3. Table of Specifications (Test Map)

The researcher worked on the preparation of a specification table in the light of the analysis of educational content based on the number of objectives contained therein that included the five levels of the field of knowledge (knowledge, understanding, application, analysis, installation) following the following steps:

A- The relative importance of each chapter is derived according to the number of objectives in each chapter of the following formula:Relative

importance of each chapter =

Number of targets per chapter ÷Total number of targets ×100

B- The relative importance of the five levels of knowledge has been extracted according to the following formula:

Ratio per level =

Number of goals per level ÷ Number of total targets ×100

C- Determining the total number of questions, this was done in the light of the scientific material, the targets of the allotted time and the type of questions, and it was 50 questions.

D- By means of the total number of questions, the number of questions for each of the behavioral goals was extracted using the following formula:

1- Number of paragraphs per chapter =

Total number of paragraphs × Relative importance of each chapter ÷100

Number of paragraphs per chapter =

50×33÷100 =16.5 Number of paragraphs of chapter I

2- Number of paragraphs per level =

Number of paragraphs per chapter × Relative importance of level÷100

Number of paragraphs per level = 16 × 44% ÷100 =7.04

A- The number of questions gathered in each box, for each goal field, to extract the number of questions for each of the five levels of the Blum classification cognitive area, table (5)

Edelweiss Applied Science and Technology
ISSN: 2576-8484
Vol. 8, No. 3: 553-569, 2024
DOI: 10.55214/25768484.v8i3.1752

Table 5.
Test map of test collection paragraphs.

Number of paragraphs	Number of paragraphs each level					Number of targets each level					The relative importance of content	Num of targets each chapter	Chapter
	Installation %5	Analysis %8	Applying %11	Understanding %32	Knowledge %44	Installation	Analysis	Applying	Understanding	Knowledge			
16	1	1	2	5	7	2	6	6	19	29	%33	62	First
19	1	2	2	6	8	4	5	8	25	29	%37	71	Second
15	1	1	2	4	7	4	5	6	17	25	%30	57	Third
50	3	4	6	15	22	10	16	20	61	83	%100	190	Total

Edelweiss Applied Science and Technology
ISSN: 2576-8484
Vol. 8, No. 3: 553-569, 2024
DOI: 10.55214/25768484.v8i3.1752

6.12.4. Drafting of test paragraphs

The researcher drafted test paragraphs measuring the five levels of Bloom's cognitive classification (Knowledge, Understanding, Application, Analysis, Installation), On the specification table, the researcher ensured that the test covered all the paragraphs of the educational content. Therefore, the researcher drafted the test paragraphs in the synthesis way that combines the objective questions with the essay questions, so the number of paragraphs of the achievement test (50) Paragraph, first question of (43) is a choice-type paragraph of the four alternatives that measures the first three levels of Bloom's cognitive classification (know, understand, apply), this type of paragraph covers all the vocabulary of educational content, It is characterized by accuracy and objectivity in correction, economics in time and effort, It is also consistent and less prone to guessing the answer, but for the second question it was a kind of essay question because it gives students the freedom to express their understanding of the special course, which includes the second question. (7) Short essay-type paragraphs (fill in the blanks) The test was presented to a group of arbitrators in measurement, evaluation, curriculum and teaching methods.

6.12.5. Drafting Test Instructions

The researcher set the following instructions:

A- Instructions for answering paragraphs:

The researcher enumerated the test instructions in a clear and conceptual manner in order to clearly and precisely determine what the students required. These instructions were on a separate paper at the beginning of each test and the instructions show the following:

1- Demonstrate the importance of the objective of this test.
2- Time set to answer.
3- The name and division of the applicant shall be recorded in the designated place.
4- Alert students to read instructions before starting answering.
5- Alert students to place a circle around the alternative which represents the correct answer.
6- Give an example explaining to students the test paragraphs.

6.18. Apparent Honesty

The researcher presented the test items to the judges and the questionnaire received a minimum of 80% agreement.

7. Test Stability

The stability of this test aims to give the same result if it is reapplied to the same individual and in the same circumstances, and the stability means objectivity and accuracy of measurement and the test results are not affected by the examiner's subjectivity. (Aggression and Umada, 205:2011)(Aggression and Hawamdeh,2011:205)

8. Application Procedures

In order to safeguard the integrity of the experimental design and achieve the research objective. In order to reach the results, the researcher carried out the following actions:

1- The researcher began applying the experiment to the students of the experimental group and the control group on Sunday

(5/11/2023), and cooperated with the Department of Fail Preparation to organize quotas of three teaching classes for each group and the distribution of quotas.

2- The researcher obtained the student information through the form she prepared, which included the name, age and parents' educational achievement.

3- The researcher applied the Raven test on Sunday, 1/11/2023, to the control and experimental groups for the purpose of knowledge of parity between them.

Edelweiss Applied Science and Technology
ISSN: 2576-8484
Vol. 8, No. 3: 553-569, 2024
DOI: 10.55214/25768484.v8i3.1752

4- The researcher herself studied the two research groups in order to avoid the difference that might arise from the school's difference and ability and its familiarity with the nature of the experience when treated in each group, as well as the researcher herself defined the educational material and defined its behavioral concepts and objectives and the teaching plans under which the two groups studied.

5- The researcher taught the experimental group according to the learning strategy centered on the mission TBLL in the light of the plans prepared by the researcher for this purpose. She also worked on teaching the control group according to the traditional method on the teaching plan prepared for this.

6- The researcher did not allow students to move between the two groups during the duration of the experiment, nor did she allow any of them to attend other than his group.

7- The trial period was one semester where the trial began on Sunday 5/11/2023 and ended on Tuesday 16/1/2024.

8- The researcher applied the test on Tuesday, 16/1/2024, to both groups at the same time and in two separate rooms. The students were told when the test was scheduled a week before it was conducted. The researcher supervised the course of the test and answered all the students' questions.

9- The researcher corrected the answers herself, giving the correct answer in the objective questions (one score), incorrect and abandoned (zero) as well as the written answer.

Chapter Four: Presentation and Interpretation of the Result

8.1. Display Result

Zero hypothesis: (There is no statistically significant difference at an indicative level (0.05) between the average achievement of pilot group students who have studied natural geography on a strategy (TBL-based learning) and the average achievement of control group students who have studied the same subject on a traditional basis). In order to verify the validity of the hypothesis, the achievement test was applied to the students of the two groups, then the scores of the groups' test were extracted, and the average for the experimental group was were shown to be (50,265) standard deviation (5,951), average control group scores (38,931) standard deviation (6,615), for the difference between average experimental group scores and average control group scores, the researcher used the T test for two separate samples, and the results were as shown in table (6):

Table 6.
It shows the results of the collecting test of the two research groups and the value of Mann and TNI calculated and tabulated.

Significance level 0,05	T value		Free degree	Standard deviation	Arithmetic average	Number	Group
	Tabular	Calculated					
Function	2,00	6,972	58	5,951	50.265	30	Experimental
				6,615	38.931	30	Control

The table shows that the calculated value is greater than the tabular value at a degree of freedom of 58 and significance 0.5, which means that there is a clear difference in favor of the experimental group in the achievement test.

8.2. Interpretation and Discussion of the Outcome

The current study aims to know the impact of the TBL-centric learning strategy on the geographical subject of female students in the fifth grade of literature, and its impact on achievement.

After the results were reached, there was a difference between the average achievement scores between the two research groups (experimental and control) and for the benefit of the experimental group studied using (mission-centric learning TBL). The researcher believes that this result is due to several reasons, including:

Edelweiss Applied Science and Technology
ISSN: 2576-8484
Vol. 8, No. 3: 553-569, 2024
DOI: 10.55214/25768484.v8i3.1752

1- The existence of a consensus noted by the strategy (mission-centric learning TBL), in the superiority of the experimental group in attainment over the control group they studied in the traditional way, because it is one of the strategies for teaching constructive theory, which emphasizes the placement of female students at the centre of the educational process and their participation in it because it promotes the learning process.

2- This method helps to increase the cognitive interaction of students, making learning enjoyable for students, and the teacher's role is to guide and lead the educational process in the classroom where knowledge is built.

3- The use of teaching aids to help explain and illustrate educational materials, which leads to receiving and retrieving information in the lesson and reducing boredom, which led to the experimental group outperforming the control group in academic achievement.

9. Conclusions

1- The mission-centric learning strategy (TBL) has increased the attainment level of female students of the experimental group of natural geography subjects for literary fifth graders, resulting in a higher level of academic achievement for female students. Students will be more interactive and motivated by the strategy's modernity.

2- The mission-centric learning strategy (TBL) emphasized the diversity of activities, the completion of some schemes and drawings and the preparation of proposals at the end of each geographical course. It relies on discussions and the work of reports unfamiliar with teaching in the traditional method, which is shown to have contributed to generating ideas and guiding female students to research and ongoing verification.

10. Recommendations

In the light of the findings, the researcher recommends that:

1- Encouraging teachers and teachers in the field of education using modern strategies for about a year, and the learning strategy centred on the mission of TBL for some special.

2- Introduce the TBL mission-centric learning strategy into modern teaching methods and methods in secondary and preparatory schools, as they are important in raising the scientific level of female students.

10.1. Proposals

In light of the research results, the researcher suggests the following:

1- Conduct a study to compare the impact of TBL's mission-centric learning strategy with other teaching methods and strategies on the acquisition of geographical subjects for other educational stages.

2- Conduct similar studies in the impact of the TBL-centric learning strategy at the middle stage in the acquisition of concepts for geography.

Copyright:

References

[1] Abu Sarhan, Atya Oda, 2000, Studies and teaching methods of social and national education, I., Gulf House for Printing and Publishing, Amman, Jordan.

[2] Abu Saif, Sajda Salem (2016): Task-based Education, A Systematic Vision of Secondary Level Bridges of Knowledge: For Education and Linguistic and Literary Studies, Volume 2, and Issue 5, Algeria.

[3] Al-Asadi, Mohammed Hamid (2015): Geographical Teaching Strategies and Methods, T1, Dar Al-Safiyah, Oman.

[4] Khtabeya, Abdullah Mohammed (2005): Science Education for All, Amman: Al-Masirah Publishing and Distribution House.

[5] Al-Khatib, Mona Faisal Ahmed (2016). Impact of the mission-based learning strategy on the development of achievement, scientific debate skills and the trend towards teaching methods with special needs of the student teacher, International Journal of Specialized Education, vol. 5, No. 10, Oman.
[6] Khalaf, Mohammed Ahmed Bahgat, (2022), Impact of the Mission-Centric Learning Strategy (TBL) in Acquiring Biological Concepts in Middle Second Grade Students in Science, Unpublished Master's Thesis, Diyala University.
[7] Al-Dalimi, Hamid Latif (2011): Methodology of scientific research and preparation of master's and doctoral theses, 1, Mesurutamia House, Metnabi Street, Baghdad.
[8] Alsaid. Suzanne Mohammed Hassan (2010): The effectiveness of using the mission-centric learning strategy (TBL) to give high school students in Saudi Arabia some verbal communication skills in biology, Egyptian Journal of Scientific Education, vol. 13, No. 5, Cairo.
[9] Al-Shahrani, Mohammed Ben Burgess (2010), The impact of the use of the Whitley model in teaching mathematics on academic achievement and orientation towards it in pupils in the sixth grade primary, unpublished doctoral thesis, Faculty of Education, Umm al-Qura University, Saudi Arabia.
[10] Sahib, Salah Mahdi (2022): The impact of a mental and informational strategy on the achievement of middle-grade second-grade students in the subject of Arabic grammar, Professor's Journal of Humanities and Social Sciences, vol. 61, No. 3.
[11] Abdul Rahman, Anwar Hussein, Adnan Zankanah (2007): methodological patterns and applications in humanities and applied sciences, Dar al-Wifaq, Baghdad.
[12] Obeidat, dokhan, and Others (2005): Scientific Research - Concept, Tools, Methods, i 4, House of Thought, Amman.
[13] Al-Obaidi, Hadil Abdul-Wahab, and thana'a Yahya Kassem Al-Hassou (2020): The effectiveness of a proposed educational program in the achievement of geographical subjects and the development of evidentiary thinking skills of middle first graders, Journal of Professor of Human and Social Sciences, Issue 1, Baghdad University - Ibn Rushd School d.
[14] Al-Azawi, Raheem Younis Crow (2007): Measurement and Evaluation in the Teaching Process, Tigris Publishing and Distribution House, Amman, Jordan.
[15] Al-Azawi, Rahim Younis Kru (2008) Al-Manhal in Educational Sciences Measurement and Evaluation in the Teaching Process, T1, Dagla Publishing and Distribution House, Amman, Jordan.
[16] Odeh, Ahmed Suleiman and Hassan Malkawi Fathi (1987): Fundamentals of Scientific Research, T2, Irbid, Jordan: Al-Katani Library for Publishing and Distribution.
[17] Al-Kaabi, Blasim Katih Hassan (2016): Impact of the Listening Triangle Strategy on Geographical Achievement and Development of Scientific Thinking Skills of Middle Grade 1 Students, Journal of Professor of Humanities and Social Sciences, Vol. (2), No. (219), Baghdad University of Education Ibn Rushd.
[18] Laqani, Ahmed Hussein and Prince Ahmed Radwan (1979): Teaching Social Subjects, World of Books for Publishing, Cairo, Egypt.
[19] Melhem, Sami Mohammed (2011): research curricula in education and psychology, T3, Al-Masirah Publishing and Distribution House, Oman.
[20] Hamam, Talat (1984): Sen and Jim on pedagogy, T1, Al-Raha Foundation, Dar Ammar, Jordan.
[21] Abu Sarhan, Attiya Odeh, 2000, Studies and Methods of Teaching Social and National Education, 1st edition, Dar Al Khaleej for Printing and Publishing, Amman, Jordan.
[22] Abu Seif, Sajida Salem (2016): Task-based education, a methodological vision for the secondary stage, Bridges of Knowledge: Educational, Linguistic and Literary Studies, Volume 2, Issue 5, Algeria.
[23] Al-Asadi, Muhammad Hamid (2015): Strategies and methods of teaching geography, 1st edition, Dar Al-Safa', Amman .
[24] Khattabiya, Abdullah Muhammad (2005): Science Education for All, Amman: Dar Al-Masirah for Publishing and Distribution.
[25] Al-Khatib, Mona Faisal Ahmed (2016), The impact of the task-based learning strategy on developing achievement, scientific argumentation skills, and the attitude towards teaching methods for students with special needs among student teachers, International Specialized Educational Journal, Volume (5), Issue (10), Amman.
[26] Khalaf, Muhammad Ahmed Bahjat, (2022), The effect of the task-centered learning (TBL) strategy on the acquisition of biological concepts among second-year intermediate students in science, unpublished master's thesis, University of Diyala.
[27] Al-Dulaimi, Hamid Latif (2011): Scientific Research Methodology and Preparing Master's and Doctoral Theses, 1st edition, Dar Mezorotamia, Al-Mutanabbi Street, Baghdad.
[28] Al-Sayyid, Suzan Muhammad Hassan (2010): The effectiveness of using the taskcentered learning (TBL) strategy in providing female secondary school students in Saudi Arabia with some verbal communication skills in biology, Egyptian Journal of Scientific Education, Volume (13), Issue (5), Cairo.
[29] Al-Shahrani, Muhammad bin Burjas, (2010), The effect of using the Wheatley model in teaching mathematics on academic achievement and attitudes toward it among sixth-grade primary school students, unpublished doctoral dissertation, College of Education, Umm Al-Qura University, Kingdom of Saudi Arabia.

Edelweiss Applied Science and Technology
ISSN: 2576-8484
Vol. 8, No. 3: 553-569, 2024
DOI: 10.55214/25768484.v8i3.1752

[30] Sahib, Salah Mahdi (2022): The effect of a mental and information strategy on the achievement of second-year intermediate students in the Arabic grammar subject, Al-Ustath Journal for Humanities and Social Sciences, Volume 61, Issue 3 .
[31] Abdul Rahman, Anwar Hussein, and Adnan Zangana (2007): Methodological patterns and their applications in the humanities and applied sciences, Dar Al-Wefaq, Baghdad.
[32] Obaidat, Dhaqan, and others (2005): Scientific research - its concept, tools, methods, 4th edition, Dar Al-Fikr, Amman.
[33] Al-Obaidi, Hadeel Abdel-Wahab, and Thana Yahya Qasim Al-Hasso (2020): The effectiveness of a proposed educational program in the acquisition of geography and the development of deductive thinking skills among female first-year intermediate students, Al-Ustad Journal for Humanities and Social Sciences, Issue (1), University of Baghdad - College of Education Ibn Rushd for Human Sciences.
[34] Al-Azzawi, Rahim Younis Crow (2007): Measurement and Evaluation in the Teaching Process, Dar Degla for Publishing and Distribution, Amman, Jordan.
[35] Al-Azzawi, Rahim Younis Crow (2008) Al-Manhal in Educational Sciences, Measurement and Evaluation in the Teaching Process, 1st edition, Dar Degla for Publishing and Distribution, Amman, Jordan.
[36] Odeh, Ahmed Suleiman and Hassan Malkawi Fathi, (1987): Basics of Scientific Research, 2nd edition, Irbid, Jordan: Al-Kattani Library for Publishing and Distribution.
[37] Al-Kaabi, Balasim Kahit Hassan (2016): The effect of the listening triangle strategy on the acquisition of geography and the development of scientific thinking skills among first-year intermediate students, Al-Ustad Journal for Humanities and Social Sciences, Volume (2), Issue (219), University of Baghdad - College of Education Ibn Rushd for Human Sciences.
[38] Al-Laqani, Ahmed Hussein, and Prince Ahmed Radwan (1979): Teaching Social Subjects, World of Books Publishing, Cairo, Egypt.
[39] Melhem, Sami Muhammad (2011): Research Methods in Education and Psychology, 3rd edition, Dar Al-Masirah for Publishing and Distribution, Amman
[40] Hammam, Talaat (1984): Q&A on Educational Psychology, 1st edition, Al-Resala Foundation, Dar Ammar, Jordan.

Edelweiss Applied Science and Technology
ISSN: 2576-8484
Vol. 8, No. 3: 553-569, 2024
DOI: 10.55214/25768484.v8i3.1752